

# Accommodations and adjustments

## Best practice k-12

Supporting teachers to cater for the needs of  
students in mainstream classes

Learning and Support Teacher Workshop  
29 November 2012

# Today's session

- \* Remind ourselves of UDL practices and how these practices support students with diverse needs in the classroom.
- \* Examine effective feedback and processes
- \* Explore a range of additional needs that present in classrooms that may not be met by universal practices
- \* Look at **characteristics** of additional needs, **impacts** on learning , **universal** , **targeted and individualised accommodations and adjustments**

# Learning and Behaviour Support Continuum

## Individualised interventions

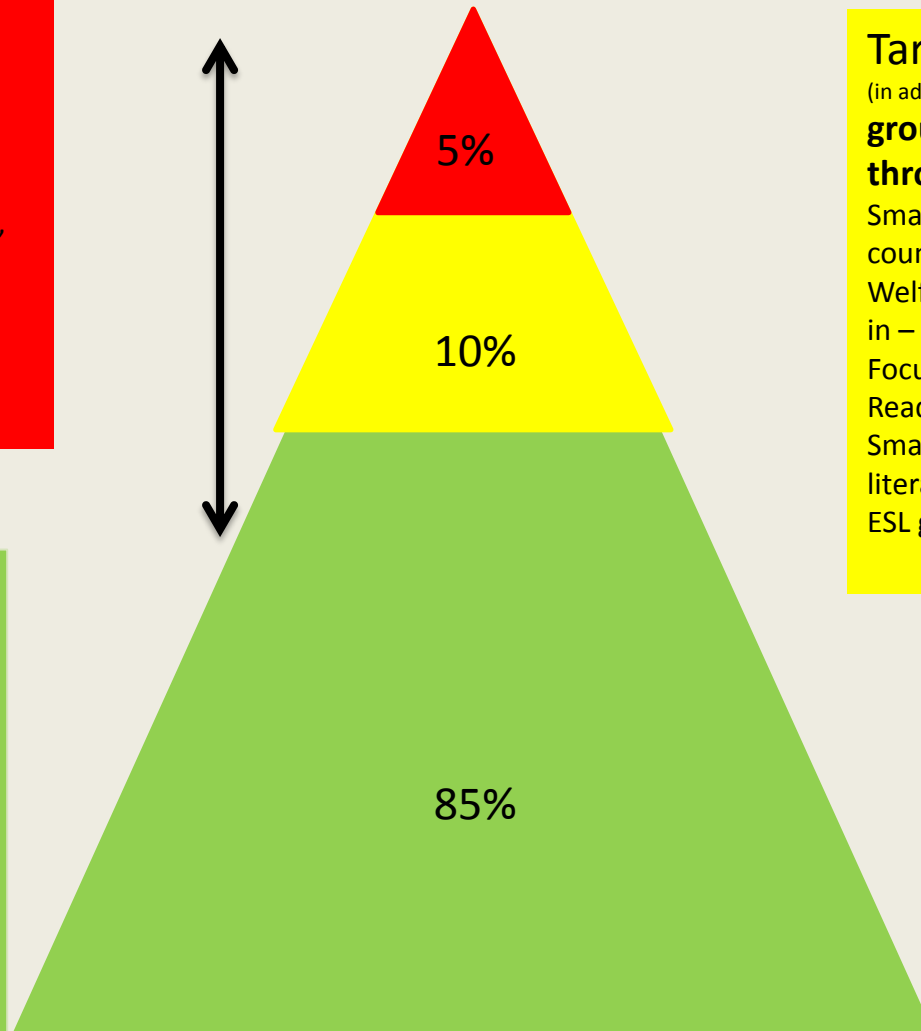
**Individuals identified as 'high risk'**

Learning Support Team  
Behaviour Plan  
Risk Management Plan  
Individual Education Plan  
Health care plan  
Interagency collaboration – FACS, Health, ADHC, Regional support, school counsellor  
Special provisions  
Integration funding

## Universals

**all students all settings**

Whole school welfare and discipline policy  
Reinforcement of positive behaviour  
Quality Inclusive Teaching  
Effective classroom management  
Positive environment  
Whole school literacy / numeracy plan



## Targeted interventions

(in addition to tier 1, not in replacement of)

**groups or settings identified through data as 'at-risk'**

Small group work – welfare team / counsellor / community organisations  
Welfare programs – breakfast / check in – check out / attendance programs  
Focus on transitions / assembly etc  
Reading groups  
Small group work – numeracy / literacy  
ESL groups

# Universal Design

## Handouts:

- ✓ Universals observation tool
- ✓ Classroom checklists

## Activity:

How could you use these tools and checklists in your setting?

# Observations and feedback

## some pointers for success

### Before:

- \* Organise a time with the teacher to discuss the process.
- \* Agree on lesson to be observed.
- \* Agree on the purpose of the observation.
- \* Decide when feedback will be discussed.
- \* How introduced to class, where seated, how long?
- \* Provide a copy of the observation sheet to be used.

### After:

- \* Provide a copy of the data collected.
- \* Have a plan to discuss the barriers and any challenging questions, or statements.
- \* Have a plan around the kind of support you can offer.
- \* Provide examples of best practice, techniques and strategies where possible.

# Teaching strategies

- \* Watch this short video clip

<http://www.youtube.com/watch?v=pXhtwDK4oHw>

- \* As you watch the video look for features of effective feedback, note these.

*Go to page 7*

<http://www.youtube.com/watch?v=FP7GyfGKamQ>

In pairs discuss how you would provide feedback to the teacher

## **Video: Teaching with Bayley – Attention Seekers:**

Behaviour expert John Bayley interviews a teacher who has difficulty engaging students in the lesson. Bayley provides feedback on her lesson and suggest a range of strategies.

### **Features of effective feedback**

- Understand the role of providing feedback is to focus on student engagement rather than teacher performance.
- The information collected belonging to the teacher and should be treated as confidential.
- Be mindful of teachers comfort level with the process.
- Maintain respectful and professional dialogue
- Ensure positive feedback is provided and focus your discussion on recommendations rather than criticisms of current practice.
- Plan for before and after observation
- Time for feedback
- Plan for barriers
- Decide on no more than 1-3 practical strategies
- Discuss how you can support the implementation of the strategies (eg, resources, team teaching, modelling).
- Plan a time for follow-up

# Characteristics of additional needs

In our classrooms we have a range of students with diverse needs. These may be part of a 'diagnosed' condition or not. Regardless – it is our obligation to meet identified needs.

- \* ASD
- \* ADHD
- \* ODD
- \* Anxiety
- \* Post Traumatic Stress disorder
- \* Dyslexia
- \* Gifted and Talented
- \* Vision / hearing impairment
- \* Speech / language disorder
- \* Bi Polar
- \* ESL
- \* Physical disability
- \* Motor coordination



# Characteristics

These span a range of ‘disorders’

Area of addition al need	Receptive communication & Reading	Negative and hostile reactions Misread social cues	Restricted interests or repetitive behaviour	Executive functioning & Organisational skills	Anxiety & Self esteem	Motor coordination
Characteristic	Finds difficulty processing instructions of more than one step Significant problems decoding large amounts of text. Very slow to complete reading tasks and forgets what has just been read as not reading fluently at age level Dislikes reading task	Argues with adults Refusal to follow directions Misreads other's intentions or feelings Reads negativity where there is none. Aggressive – loud, demanding, swears at peers Inattentive – unable to concentrate on task / instructions Challenges authority Dislikes school	Needs to complete a task before moving on – will shout and throw things if stopped before finished. Obsessional interest Perfectionist	Difficulty copying from the board and remembering instructions Often without equipment Late to lessons Poor sense of time Homework late / not done . Disorganised Often fails to have right equipment Impulsive Easily distracted	Physical signs of distress when expected to speak in front of class Avoidance of assessment tasks / activities which make them 'centre of attention' Negative self-talk Avoids difficult or challenging tasks Avoids working in groups Few friends or limited social network	Attending about 75% of time – regularly misses sport and practical activities Clumsy Unusual gate Has difficulty holding a pencil correctly Sits awkwardly

# Activity – Impact & strategies

Area of additional need	Receptive communication & Reading	Negative and hostile reactions Misread social cues	Restricted interests or repetitive behaviour	Executive functioning & Organisational skills	Anxiety & Self esteem	Motor coordination
Characteristic	<p>Finds difficulty processing instructions of more than one step</p> <p>Significant problems decoding large amounts of text.</p> <p>Very slow to complete reading tasks and forgets what has just been read as not reading fluently at age level</p> <p>Dislikes reading task</p>	<p>Argues with adults</p> <p>Refusal to follow directions</p> <p>Misreads other's intentions or feelings</p> <p>Reads negativity where there is none.</p> <p>Aggressive – loud, demanding, swears at peers</p> <p>Inattentive – unable to concentrate on task / instructions</p> <p>Challenges authority</p> <p>Dislikes school</p>	<p>Needs to complete a task before moving on – will shout and throw things if stopped before finished.</p> <p>Perfectionist</p> <p>Obsessional interest</p>	<p>Difficulty copying from the board and remembering instructions</p> <p>Often without equipment</p> <p>Late to lessons</p> <p>Poor sense of time</p> <p>Homework late / not done .</p> <p>Disorganised</p> <p>Often fails to have right equipment</p> <p>Impulsive</p> <p>Easily distracted</p>	<p>Physical signs of distress when expected to speak in front of class</p> <p>Avoidance of assessment tasks / activities which make them 'centre of attention'</p> <p>Negative self-talk</p> <p>Avoids difficult or challenging tasks</p> <p>Avoids working in groups</p> <p>Few friends or limited social network</p>	<p>Attending about 75% of time – regularly misses sport and practical activities</p> <p>Clumsy</p> <p>Unusual gate</p> <p>Has <b>difficulty</b> holding a pencil correctly</p> <p>Sits awkwardly</p>
Impact						
Strategy	Universal					
	Targeted					
	Individual					

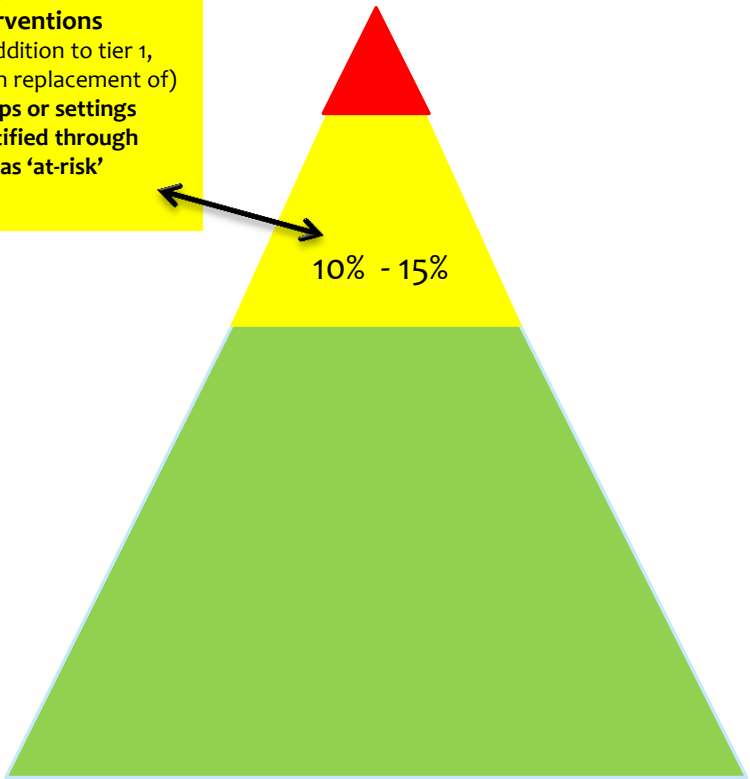
# Targeted support

## Examples of targeted programs:

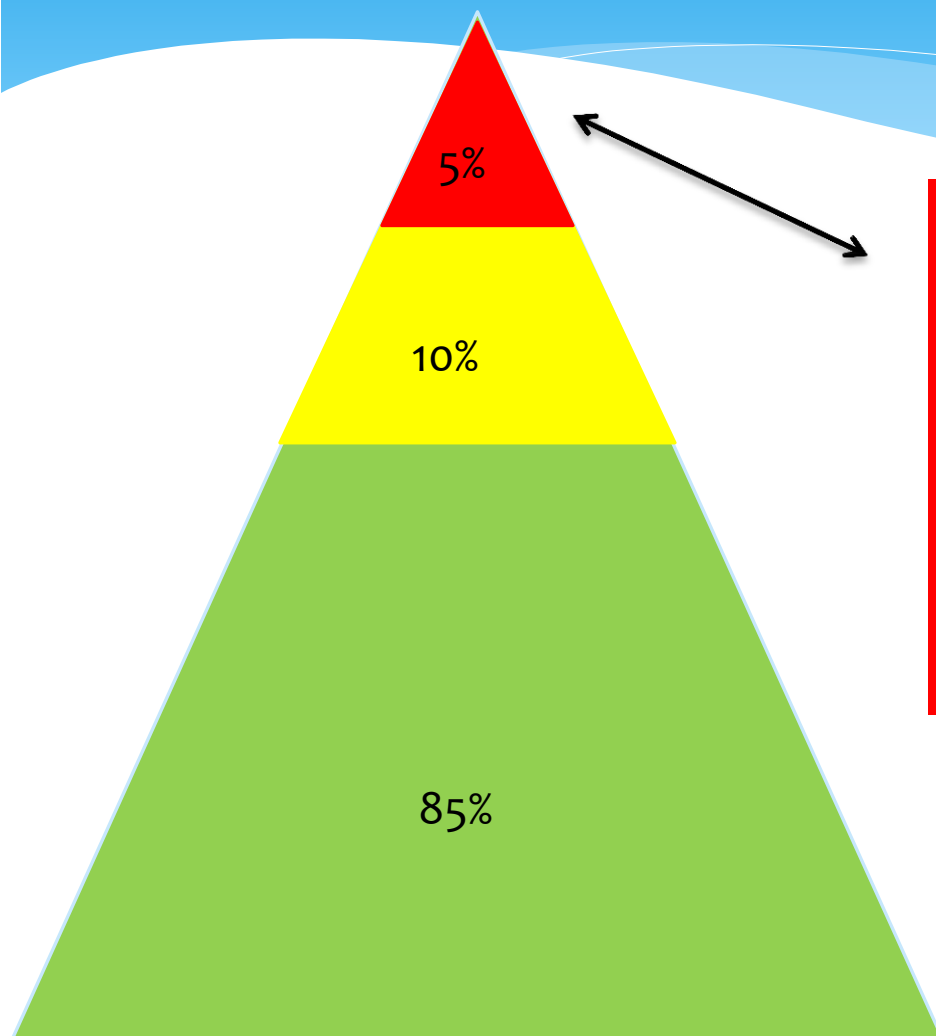
- ✓ Mathletics
- ✓ Bullying program
- ✓ Talk sense to yourself
- ✓ Reading groups
- ✓ SensAbility
- ✓ ESL support
- ✓ Check-in / check-out
- ✓ Playground support plans
- ✓ Transition planning for vulnerable students e.g. PALS

**Targeted interventions**  
(in addition to tier 1,  
not in replacement of)  
groups or settings  
identified through  
data as 'at-risk'

10% - 15%



# Individualised support



## **Individualised interventions**

Individuals identified as 'high risk'

Learning support team

Individual Education Plan

Interagency collaboration –Health, ADHC, Regional support, school counsellor

Special provisions

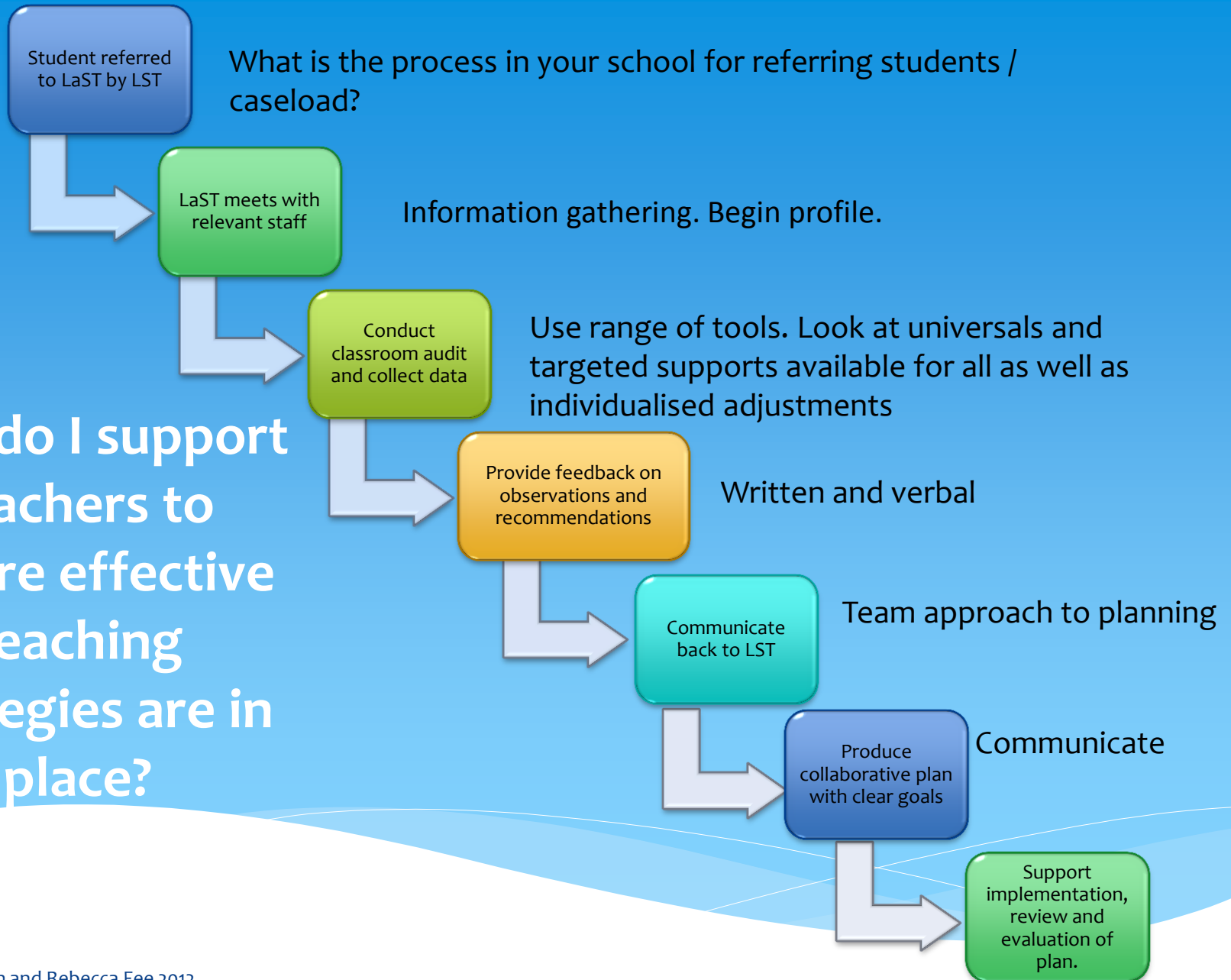
Integration funding

# Activity

- ✓ Your group has a sheet with ideas for individual adjustments and accommodations listed
- ✓ Write the accommodation / adjustment under the relevant additional need column
- ✓ Some may be relevant to more than one additional need
- ✓ Add your own ideas!

Task checklist	Mentor check-in	Scaffolded task for completion
Calm plan	1:1 multi lit	Time out card
Skill building workshop	1:1 opportunities for feedback	Alternate job in PE ( referee or equipment)
Cheat sheet	Counsellor referral	Physio / OT
Pre organised prompt	Structured task for group (roles)	Staff PL around disorder
Written instructions on desk	Preparing student when calling on for answer	Mood script
Audio text	Timer for activities	Online sites – Beyond Blue, headspace.

# How do I support teachers to ensure effective teaching strategies are in place?



# Where can I get support?

- \* Plan collaboratively with Learning Support Team and families
- \* Seek support from local LaST teachers with behaviour backgrounds - network
- \* Seek support from Regional LaST teachers and APs – phone / email / consult
- \* Seek professional learning:
  - \* Online training
  - \* NCI training (Short Intro course – 1 day)
  - \* Workshops / conferences / network meetings



# Questions?

## Evaluation – what would you like next?